

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		11-236.	App 9/27/11	App-11/08/11

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)		
<input type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change	
<input checked="" type="checkbox"/> Course Revision	<input checked="" type="checkbox"/> Course Number and/or Title Change	
<input type="checkbox"/> Course Deletion	<input checked="" type="checkbox"/> Catalog Description Change	
CHIN 201 Intermediate Chinese III	CHIN 201 Intermediate Chinese	
<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i>	
2. Additional Course Designations: check if appropriate		
<input checked="" type="checkbox"/> This course is also proposed as a Liberal Studies Course.	<input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African)	
<input type="checkbox"/> This course is also proposed as an Honors College Course.		
3. Program Proposals		
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> Program Title Change	
<input type="checkbox"/> New Minor Program	<input type="checkbox"/> New Track	
<input type="checkbox"/> Catalog Description Change	<input type="checkbox"/> Program Revision	
<input type="checkbox"/> Other		
<i>Current program name</i>	<i>Proposed program name, if changing</i>	
4. Approvals		
Department Curriculum Committee Chair(s)	<i>Marveta Ryan-Sams</i>	Date <i>3-24-11</i>
Department Chair(s)	<i>Stuart Chandler</i>	<i>3/24/2011</i>
College Curriculum Committee Chair	<i>Amy Ben</i>	<i>5-4-11</i>
College Dean	<i>A. Ann</i>	<i>5/23/11</i>
Director of Liberal Studies *	<i>D. N. Probst</i>	<i>9/22/11</i>
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail Schmitt</i>	<i>9/27/11</i>

* where applicable

Received

JUN 21 2011

Liberal Studies

Course Revision: Intermediate Chinese (CHIN 201)

Part II. Description of the Curriculum Change

1. NEW SYLLABUS OF RECORD

I. Catalogue Description

CHIN 201	Intermediate Chinese	4 class hours 0 lab hours 4 credits
Prerequisites: CHIN 102		(4c-0l-4cr)

A continuation of previous work on the three modes of communication: interpretive listening and reading, interpersonal speaking and writing, and presentational speaking and writing so that students can function in everyday situations. Also imparts knowledge of Chinese culture and society. Liberal Studies credit is given. Attendance is required. Students may not register for or take a D/F repeat in CHIN 201 when credit has already been received for a higher-numbered CHIN course.

II. Course Outcomes

Students will be able to:

1. demonstrate understanding of oral directions and narrations given at near-native or native speed;
2. pronounce Chinese phonemes and tones with consistent accuracy while discussing a variety of topics;
3. identify and write at least 90 radicals (semantic components of Chinese characters);
4. identify and write at least 800 Chinese characters;
5. communicate using such grammatical forms as: the sentence particle 呢 so as to indicate progressive action; the marker 把 to indicate disposal of an object; verb + 了 + numeral + measure word + noun to indicate continuation of action; verb + 下去 to indicate continuation of action; question pronouns as indefinite references; and descriptive and potential complements;
6. use the Chinese language to discuss symptoms of colds and allergies; make arrangements to go out with friends; discuss rent and living quarters; discuss various sports; and describe travel itinerary;
7. discuss aspects of Chinese culture such as gift-giving, Chinese zodiac signs, nightlife, popular pets, popular travel destinations, and contemporary college life.

III. Detailed Course Outline (Total of 56 hours of classroom instruction)

Each unit includes quizzes and homework assignments; tests are given as indicated throughout the course.

Unit 1 Birthday Party (8 hours)

- Suggesting things to take to a party (grammar: verb phrases and subject-predicate phrases used as attributives)
- Vocabulary for giving and receiving gifts
- Describing a duration of time (grammar: the sentence particle 呢 so as to indicate progressive action; placement of time duration phrases)

- Chinese zodiac signs (culture lesson)
- Learning about singing karaoke in China (culture lesson)

Unit 2 Seeing a Doctor (8 hours)

- Talking about symptoms of colds and allergies (grammar: ...起来 to indicate the beginning of an action; 越来越...to indicate progressive change over time)
- Understanding instructions for taking medications (grammar: the marker 把 to indicate disposal of an object)

Unit 3 Dating (8 hours)

- Inviting someone to go on a date
- Accepting or declining a date
- Making necessary arrangements to go out with friends (grammar: descriptive, potential, and directional complements)
- Learning about nightlife in China (culture lesson)

Unit 4 Renting An Apartment (8 hours)

- Describing current and ideal living quarters (grammar: verb + 了 + numeral + measure word + noun to indicate continuation of action)
- Negotiating rent (grammar: question pronouns with 都 and 也)
- Student life in China (culture lesson)
- Learning about raising pets in China (culture lesson)

Unit 5 Sports (8 hours)

- Talking about sports and exercise (grammar: verb + 下去 to indicate continuation of action)
- Discussing feelings about various sports (grammar: duration of actions; 被/叫/让 in passive-voice sentences)
- “Putting on weight” in China (culture lesson)
- Learning about “football” in China (culture lesson)

Unit 6 Travel (8 hours)

- Talking about plans for summer vacation (grammar: question pronouns as indefinite references)
- Describing a travel itinerary
- Booking an airplane ticket (grammar: comparative sentences with 比 [II])
- Learning about travel season in China (culture lesson)

Unit 7 At the Airport (8 hours)

- Checking in at an airport (grammar: 的, 得, and 地 compared)
- Greeting guests at an airport (grammar: ...的时候 and ...以后 compared)
- Asking about someone’s health (grammar: 还 + positive adjective)

Final Exam: 2 hours

*Note: Instructors may find it necessary to review other grammatical structures in addition to those listed here.

IV. Evaluation Methods

Participation (15%)

It is essential that students attend class regularly and be actively engaged with the material. A student may miss up to four classes without such absences adversely affecting the final grade (see attendance policy below). Participation will be measured according to evidence of preparation, listening skill, and accuracy of language, as well as effort to speak in Chinese and willingness to cooperate with peers on tasks.

Quizzes (20%)

Students will be learning new characters and grammatical structures every week. Most classes will begin with a short quiz on the characters and grammar points due for that day. The three lowest quiz grades will not count toward one's final quiz average. There are no make-ups given for these quizzes except for verified family or medical emergencies or University-sponsored activities.

Homework Assignments (10%)

Homework will regularly be assigned from the workbook associated with the textbook. Assignments include: interpretive listening and reading comprehension activities, grammar exercises, brief translations from Chinese to English, and prompts to help students write brief compositions and essays. Homework must be submitted by the due date provided by the teacher.

Written Tests (30%; three tests, each test 10%)

Written tests will be given upon the completion of Units 1, 3, and 5. Such tests will focus on the most recent units covered, but can include any material studied to that point. These tests will be graded according to interpretive listening comprehension, interpretive reading comprehension, accuracy of characters, grammatical accuracy, vocabulary usage, and functional ability in Chinese. There are no make-ups given for these tests except for verified family or medical emergencies or University-sponsored activities.

Oral Test (10%)

An oral test will be conducted after completing Unit 6. This test will be graded according to listening comprehension, accuracy of pronunciation and grammar, and fluency. It will focus on the material introduced in Unit 6, but will include material from previous lessons as well. There are no make-ups given for this test except for verified family or medical emergencies or University-sponsored activities.

Final Examination (15%)

The first part of this test will focus on Unit 7. The second part will be cumulative. There are no make-ups given for this examination except for verified family or medical emergencies or University-sponsored activities.

Student Outcomes Assessment Matrix: CHIN 201

Course Objective	National Standards for Chinese Language Learning*	Course Assessment Technique(s) Measuring Objective
1. Understand oral directions and narrations given at native or near-native speed	1.2	Formative activities: homework Summative activities: written tests (listening comprehension section); oral test
2. Pronounce Chinese phonemes and tones with consistent accuracy while discussing a variety of topics	1.3	Summative activity: oral test
3. Identify and write at least 90 radicals (semantic components of Chinese characters).	1.2, 1.3	Summative activities: quizzes
4. Identify and write at least 800 Chinese characters.	1.2, 1.3	Formative activity: homework Summative activities: quizzes; written tests
5. Communicate using such grammatical forms as: the sentence particle 呢 so as to indicate progressive action; the marker 把 to indicate disposal of an object; verb + 了 + numeral + measure word + noun to indicate continuation of action; verb + 下去 to indicate continuation of action; question pronouns as indefinite references; and descriptive and potential complements.	1.1, 1.2, 1.3, 4.1	Formative activity: homework Summative activities: written tests; oral test
6. Use the Chinese language to discuss symptoms of colds and allergies; make arrangements to go out with friends; discuss rent and living quarters; discuss various sports; and describe travel itinerary.	1.1, 1.3, 2.1, 2.2	Formative activity: homework Summative activities: written tests; oral test
7. Discuss aspects of Chinese culture, such as gift-giving, Chinese zodiac signs, nightlife, popular pets, popular travel destinations, and contemporary college life.	2.1, 2.2, 3.2, 4.2	Formative activity: homework Summative activities: written tests; oral test

*National Standards in Foreign Language Education Project (2006). *Standards for foreign language learning in the 21st century*. Lawrence, KS: Allen Press.

V. Example Grading Scale

90-100%	A
80-89%	B
70-79%	C
60-69%	D
59% or less	F

VI. Undergraduate Course Attendance Policy

The number of allowable UNEXCUSED ABSENCES in CHIN 201 is FOUR. **According to departmental policy, for every unexcused absence after the fourth, two percentage points will be subtracted from the overall course grade.** Absences may be excused only for (1) extended illness or emergency and (2) University-sponsored activities. Written verification of each activity is required prior to the class absence. In cases of illness, a receipt from the Health Center will be accepted if the absence is for one day only. When the absence occurs for two or more consecutive classes, a note from a physician is required—either a notation on the Health Center form or a separate letter—stating the number of days that the student was supposed to miss. In either case, the student must present the Health Center receipt or the physician note on the day the student returns to class or else the receipt/note will not be accepted. All excused absences must be documented. Documentation must be presented to the professor according to the timeline outlined above in order for the absence to be excused.

VII. Required Textbooks

1. Liu , Yuehua *et. al.* (2009). *Integrated Chinese Level 1, Part 2: Textbook* (third edition). Boston: Cheng & Tsui Co.
2. Liu , Yuehua *et. al.* (2009). *Integrated Chinese Level 1, Part 2: Workbook* (third edition). Boston: Cheng & Tsui Co.

Recommended Text:

Liu , Yuehua *et. al.* (2009). *Integrated Chinese Level 1, Part 2: Character Workbook* (third edition). Boston: Cheng & Tsui Co.

VIII. Special Resource Requirements

None.

IX. Bibliography

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2. A SUMMARY OF THE PROPOSED REVISIONS

CHIN 201 originally gained approval in the 1960s. The course was not taught for some thirty years until it was reintroduced into the curriculum five years ago. The Syllabus of Record has been lost, so it is difficult to state precisely what revisions are being made, but four such revisions can be identified:

(1) CHIN 201 has been a three-credit course meeting three times per week. It will now be taught as a four-credit class meeting four times per week.

(2) The original catalogue description (see below) indicated that the class was “designed for students who have had two years of the language in high school and wish to continue in the same language to fulfill the foreign language requirement of the College, and for those students who have completed 101-102 and wish to deepen their knowledge of the language without electing a foreign language major.” This class is now the final one of a three-semester sequence. Upon completion of the course, students will have fulfilled an intermediate-level college or departmental language requirement. Although it is not part of a Chinese language major, Asian Studies majors who so choose can continue to take Chinese language course beyond CHIN 201 in partial fulfillment of major requirements.

(3) Significant pedagogical advances have been made in the instruction of Chinese as a second language. The new Syllabus of Record is structured according to the latest pedagogical practices.

(4) Changes are being made to the Catalogue Title and Description. The title no longer carries a “III” at the end.

(5) The revision indicates that CHIN 201 counts as a Liberal Studies Elective. Hence, Chinese should be added to the parenthetical list of foreign language prefixes which may be used twice as a Liberal Studies Elective (Catalogue page 38) and to the list of Liberal Studies Electives (pages 38-39),

(6) The revision indicates that CHIN 201 counts as a Liberal Studies non-Western course. Hence, Chinese should be included in the list of “Non-Western Cultures” that “Also fulfill LS Elective requirement.” (pages 39-40). Currently, Chinese is listed in this category under the CRLG prefix.

3. JUSTIFICATION /RATIONALE FOR THE REVISION

As noted above, the original Syllabus of Record, dating from the 1960s, is lost. The revisions in the New Syllabus of Record reflect changes in the pedagogy of teaching Chinese as a second language. Furthermore,

(1) CHIN 201 will shift from being a three-credit course to a four-credit course so that it will follow the same structure as for the instruction of Spanish at IUP. In the strongest Chinese language programs in the United States, classes meet either four or five times per week. Changing to a four-credit class will allow us to conform to such a model, enabling students to

progress that must faster in their Chinese. It will also make it possible for those students taking the language to fulfill a language requirement to do so in three semesters instead of four, a schedule preferred by students.

(2) Language requirements have changed since the original Catalogue Description and more advanced offerings of Chinese are now available so that students can continue studying the language. With these revisions, Chinese should now be listed in the CHSS “College Foreign Language Requirements” (Catalogue page 94).

(3) The proposed Syllabus of Record reflects the latest pedagogical advances in the teaching Chinese as a second language. Such a syllabus should be on file, especially given the importance of Chinese language instruction to the Asian Studies minor and major.

(4) Revisions to Course Description are being made to reflect the addition of a fourth credit and the updated pedagogy.

(5) CHIN 201 should fulfill the same Liberal Studies elective requirements as do other foreign languages taught by IUP faculty.

(6) CHIN 201 should count as a Liberal Studies non-Western course, just as do such CRLG classes as Arabic, Hindi, Japanese, and Korean.

THE OLD SYLLABUS OF RECORD

The previous Syllabus of Record cannot be located. The Catalogue Description from that time reads:

This sequence is designed for students who have had two years of the language in high school and wish to continue in the same language to fulfill the foreign language requirement of the College, and for those students who have completed 101-102 and wish to deepen their knowledge of the language without electing a foreign language major.

IV.

- A. For the foreseeable future, there will only be one section of this course. When more than one is offered, basic equivalency among sections will be ensured through establishing departmental guidelines and using the same textbook.
- B. Chinese are an ethnic minority in the United States. Hence, by its very nature this class will include the perspective and contributions of an ethnic minority.
- C. In addition to the basic textbook used, the course will also include short examples of advertisements, tongue-twisters, and poems.
- D. This is an intermediate-level language course. It will include Asian Studies majors and students with other majors.

CHECK LIST -- LIBERAL STUDIES ELECTIVES

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied; and not be merely cursory coverage of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Liberal Studies Elective Criteria which the course must meet:

- Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- Not be a technical, professional or pre-professional course.

Explanation: Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or preprofessional proficiency. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Intermediate French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

CHECK LIST -- NON-WESTERN CULTURES

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied; and not be merely cursory coverage of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Non-Western Culture Criteria which the course must meet:

- Develop an understanding of contemporary cultures that differ substantially from the prevailing cultures of the United States, Canada, Western Europe, New Zealand and Australia.
- Present cultures on their own terms with an appreciation of their dimensions, going beyond mere description of a culture. Those dimensions may include religion, economics, politics, art, language, literature, ethics, as well as other dimensions of the cultural milieu.
- Address, where appropriate, the experience of women and/or the roles of men and women.

Additional Non-Western Culture Criteria which the course should meet:

- Encourage the use of indigenous material whenever possible rather than rely on secondary instructional material, reviews of the literature, or textbooks exclusively.
- Encourage the student to acquire cultural appreciation and understanding, and provide students with an opportunity to demonstrate the ability to analyze and synthesize information about culture.

These additional Non-Western Cultures guidelines indicate the various forms which appropriate courses may take; check all that apply.

- Although a course may deal with a single culture,...
- ... comparative courses addressing relationships among cultures are encouraged.
- A course may present one or more cultures by emphasizing a single dimension, e.g. art, music, dance, politics, religion. Such a course is appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms and issues.
- A variety of perspectives or methodologies--anthropological, geographical, historical, sociological, and so forth--may be employed so long as the course emphasizes the cultural phenomena, issues and values in contemporary society.
- Literature courses, either in translation or in the language of the culture(s), can be appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms and issues.
- An approved exchange/study abroad program, which meets the general criteria of the non-Western requirements, may meet the requirements of the Liberal Studies program.
- An internship can meet the requirements for a non-Western course. A research paper or a report should be required that demonstrates learning appropriate to the Non-Western Culture criteria.
- Interdisciplinary courses that treat cultural issues apart from the dominant United States, Canada, Western Europe, New Zealand and Australian cultures are encouraged.

Part III. Letters of Support or Acknowledgement

This course revision does not affect any other department. The course will continue to fulfill the same requirements as it has in the past.

Course Revision : CHIN 201 Intermediate Chinese III

COURSE ANALYSIS QUESTIONNAIRE

A. Details of the Course

A1. The course is last in the sequence necessary to fulfill departmental or college requirements for intermediate-level foreign language. It is also part of the sequence necessary to for Asian Studies majors to achieve proficiency in an Asian language. It will count as a Liberal Studies elective and as a Liberal Studies Non-Western course.

A2. This course revision requires that CHIN 101 and CHIN 102 also become 4-cr. classes.

A3. This course is currently being offered.

A4. This is not a dual-level course.

A5. This course may not be taken for variable credit.

A6. This course is offered for four credits at many institutions, for example:

Pennsylvania State University	CHNS 003 "Intermediate Chinese I"
Temple University	CHI 2001 "Chinese Intermediate I"
Cornell University	CHIN 2201 "Intermediate Mandarin I"
College of William and Mary	CHIN 201 "Intermediate Chinese I"

A7. This course is not connected to any outside agency

B. Interdisciplinary Implications

B1. This course will be taught by one instructor.

B2. This course does not duplicate or affect courses offered by other departments

B3. This course will not be cross-listed.

B4. Seats will be made available to Continuing Education students

C. Implementation

C1. Faculty resources are adequate.

C2. No additional space, equipment, or supplies are needed. Class room space will be made available in the same manner as is done for other language courses.

C3. None of the resources for this course are based on a grant.

C4. This course will be offered once every year.

C5. One section will be offered.

C6. Twenty-eight students.

C7. The American Council on the Teaching of Foreign Languages (ACTFL) recommends a class size limit of 15, and the Association of Departments of Foreign Languages (ADFL) suggests 15 as the optimum class size.

C8. This course is not a distance education course.

D. Miscellaneous.

No additional information is being supplied.